

NORTH PROVIDENCE HIGH SCHOOL SENIOR PROJECT 2023-2024

North Providence
High School



Designed By Dailyn Carnaghan & Giki Liu Class of 2020

1828 Mineral Spring Avenue
North Providence, RI 02904
(401) 233-1150 ext. 3457
rita.cellucci@npsd.k12.ri.us
sara.hurley@npsd.k12.ri.us

North Providence High School

The **Mission of North Providence High School** is to educate all students in a safe, nurturing, and challenging environment which empowers them to become well-rounded individuals who are life-long learners and productive members of society.

The **Mission of the Proficiency-Based Graduation requirement (PBGR)** at North Providence High School is to provide students with the opportunity to show proficiency in the many skills they have acquired while in the North Providence Public Schools. The PBGR empowers students to take responsibility for their learning and to have a powerful voice in their development as individuals. Students express what they know, display what they are able to do, and showcase their talents.

Vision of the Graduate

The Senior Project is a culminating activity that highlights the transferable skills in NPHS's **Vision of the Graduate** in that:

- Students **collaborate** with community mentors to apply their **content knowledge** to the real world.
- Students practice **productivity and responsibility** by securing a community mentor, adhering to project guidelines and deadlines, and taking the lead on their own investigative process.
- Students apply **critical thinking and innovation** skills in their design and execution of a final product.
- Students demonstrate **adaptability** in a year-long, flexible process in which SMART goals are created and proven.
- Students use **communication** skills to work with their teachers, community mentors, and school administration to present their findings to a panel of community members.

Core Values & Beliefs

We believe:

All students can learn in a student-centered educational program that reflects rigor, relevance, and relationships that collaboration and communication among students, teachers, administrators, guardians, and community are essential; in recognizing and adapting to the needs of our students; in on-going evaluation of the educational program based on best practice in order to improve teaching and learning; in high expectations for students & all other members of the school community; in fostering and promoting literacy across all disciplines; in an educational program that prepares students for higher education and the global marketplace of the 21st Century; and community service learning is an essential component of student growth.

North Providence High School

21st Century Graduation Expectations

All graduates of North Providence High School must possess a common core of knowledge, skills, and dispositions needed to become responsible citizens, productive workers and lifelong learners. The North Providence High School Community has identified and adopted four core expectations that support the accomplishment of the school's mission and are aligned with the standards and performance indicators identified in district and school curriculum documents. These interdisciplinary expectations encompass academic, civic, and social outcomes and identify what a North Providence High School student should know and be able to do upon graduation.

The North Providence High School graduate will be able to:

- 1.0 Achieve proficiency in all content areas of a standards-based curriculum by:
 - 1.1 acquiring and applying knowledge and skills within and across the curriculum
 - 1.2 analyzing and evaluating information
 - 1.3 applying technology as a learning tool across all disciplines

- 2.0 Solve problems and make decisions effectively by:
 - 2.1 working cooperatively and/or independently
 - 2.2 applying problem-solving strategies
 - 2.3 utilizing resources and time effectively
 - 2.4 accessing, compiling, interpreting, and presenting data and information

- 3.0 Display a strong sense of self-discipline which enables him/her to act responsibly by:
 - 3.1 making informed life and career decisions
 - 3.2 recognizing and respecting the diversity and individuality of others
 - 3.3 understanding and accepting the benefits and consequences for his/her behavior
 - 3.4 participating in community service, leadership roles and/or school activities

- 4.0 Communicate effectively by:
 - 4.1 reading widely and critically
 - 4.2 writing clearly, concisely, and persuasively
 - 4.3 speaking, listening, and interpreting effectively
 - 4.4 mastering technology as a means of communication

Senior Project

Proficiency-based Graduation Requirement (PBGR)

2023/2024

Essential Question: What matters to me / gives my life meaning?

<u>Due Date*</u>	<u>Experience</u>
Tues., Oct. 3	Senior Guardian Orientation
Tues., Oct. 17	Guardian Consent Form Senior Project Proposal Mentor Form
Tues., Nov. 28	Minimum 6 Hours of Fieldwork
Tues., Jan. 23	Final 6 Hours of Fieldwork Evaluation from Mentor Thank You Email to Mentor
Tues., Feb 6	Final Annotated Bibliography
Tues., Mar. 5	Senior Project Final Reflection
Tues., Apr. 9	Final Product
Tues., Apr. 23	"About Me" Slide
Wed., May 22	Oral Presentations

Senior Project

PBGR Plagiarism and Academic Dishonesty Policy

Plagiarism is a term that refers to the stealing of words or ideas from someone else without giving credit to that person. This definition includes computer programs, drawings, artwork and all other types of work, which are not one's own. Types of plagiarism include word-for-word, mosaic (rearrangement or rewording), and indirect (paraphrasing). Examples of plagiarism may include, but *is not limited to*:

- Failing to cite with quotation marks the written words of another;
- Failing to credit the author and source of materials used in a composition;
- Failing to cite research materials in a bibliography or works cited;
- Failing to cite a person who is quoted;
- Failing to cite an author whose works are paraphrased or summarized;
- Presenting another person's creative work or ideas as one's own in essays, poems, music, computer programs, or other projects;
- Copying or paraphrasing ideas from literary criticisms or study aids without documentation.

Academic dishonesty occurs when students obtain or assist others in obtaining credit for work which is not their own. Students are expected to conduct themselves to the highest standards of personal integrity. Students must adhere to the rules prohibiting academic dishonesty and to resist peer pressure to violate these high standards of integrity. Students are not expected to use dishonest methods to fulfill academic expectations and responsibilities. Whenever students have any questions about this procedure or any procedure, they should ask their teachers, counselors, or administrators.

- Forging signatures
- Doctoring forms (erasures, obliterations, additions, deletions, etc.)
- Altering grades
- Falsely obtaining credit for work

Senior Project

PBGR Disciplinary Action

Any student who has been found guilty of plagiarism and/or academic dishonesty during any aspect of the Senior Project will face very serious consequences that will adversely affect graduation status. Penalties may include, but are not limited to, the following:

- Invalidation of Senior Project
- Invalidation of that specific component of Senior Project
- Guardian Conference
- Detention
- Social Suspension
- Ineligibility for interscholastic athletics and co-curricular activities
- Dismissal from various school organizations or societies
- Suspension
- Loss of scholarships
- Legal proceedings

Any student who has **missed a deadline** during any aspect of the Senior Project may be subjected to the following actions:

***A student will be placed on indefinite and irrevocable social suspension if he/she has missed three or more PBGR deadlines.**

- ✓ Indefinite Social Suspension
- ✓ Ineligibility for interscholastic athletics and co-curricular activities
- ✓ Failure to graduate

**** STUDENTS WILL NOT BE PERMITTED TO PRESENT ON SENIOR PROJECT DAY
WITHOUT A PROFICIENT PRACTICE PRESENTATION WITH THEIR ENGLISH TEACHER ****
Final Deadline for practice presentation: May 17, 2024

Senior Project

Essential Question: What matters to me / gives my life meaning?

Before you can begin work on your Senior Project, you must present a proposal of your idea for your project and receive formal approval. This proposal should state how you will meet the basic requirements for the Senior Project:

- Select a topic or area of study that interests you within one of the following categories: **Identity, Social Justice/Community Service, or Creative Pursuit**. Your project must represent a **learning stretch** for you; therefore, if you have previous experience in the area, you will have to explore this subject from a new and challenging perspective.
- Connect to the following essential question to guide the exploration of your topic: **What matters to me / gives my life meaning?**
- Complete research using the school library databases and an Annotated Bibliography showing your research on this topic. Additionally, you will complete a Senior Project Reflection linked to the research and process of this topic.
- Complete a minimum of 12 hours of **fieldwork** on this topic under the guidance of a community mentor. You must develop the particular scope and goals of your **fieldwork** and discuss these with your mentor *before* you begin.
- Explain how your **Product and Senior Project Annotated Bibliography** are *linked* in a credible and substantial manner. Both components should be connected in terms of their content and information/knowledge you plan to gain or discover.
- Explain how your completed Senior Project demonstrates proficiency in at least three of the NPHS 21st Century **Graduation Expectations**, a requirement of the North Providence High School Diploma System. The expectations are:
 - Communication:** Each student will demonstrate the ability to communicate effectively using appropriate technology and a variety of methods.
 - Problem-Solving:** Each student will demonstrate the ability to solve problems creatively, independently, and cooperatively in a variety of contexts.
 - Knowledge:** Each student will demonstrate the ability to accumulate data and information.
 - Responsibility:** Each student will demonstrate the ability to assume responsibility.
- Complete an **“About Me” Slide**.
- Deliver a 10-15 minute **presentation**, communicating your research and experiences.

Senior Project Topic Selection

Essential Question: What matters to me / gives my life meaning?

The selection of a topic for Senior Project deserves a great deal of contemplation and discussion. Students who take great care in their decisions enjoy Senior Project. You will be required to choose from one of the following categories: **Identity, Social Justice/Community Service, or Creative Pursuit.**

Identity Topic Requirements	Social Justice/Community Service Topic Requirements	Creative Pursuit Topic Requirements
<p>What is it?</p> <ul style="list-style-type: none"> How has your identity been shaped by cultural differences or different kinds of media? What does it mean to be "X"? What is your story? Where do your ancestors come from? Who are you as a person and why are you proud to be this person? What should other people know about your experiences? What does your heritage mean to you? <p>Required: Make something that represents who you are</p> <p>Product Examples:</p> <ul style="list-style-type: none"> Create a Family Tree Make a scrapbook Write a manifesto Create a video of a choreographed dance that you perform and connect it to identity 	<p>What is it?</p> <ul style="list-style-type: none"> How can you make changes in your community (hunger, homelessness, animal abuses, police academy, etc.)? Who benefits, who suffers and how? What are the consequences of action or inaction? How can you and your peers take action? What is your connection to this issue? Why are you passionate about this issue? <p>Required: Active involvement (attend conference/class, volunteer, etc.)</p> <p>Product Examples:</p> <ul style="list-style-type: none"> Letter to the Editor published in the <i>Valley Breeze</i> "Teach In" - 30 minute lesson to a class Create a Ted Talk video on your topic (ex: animal abuse) Create a video of you coordinating a community cleanup in town (or other community event) 	<p>What is it?</p> <ul style="list-style-type: none"> What fulfills you outside your obligations? What is your dream hobby? What are the components of this pursuit? What is the history of this pursuit? What is the cultural importance of this pursuit? How does doing this make you feel? How do you overcome challenges and roadblocks? <p>Required: You must choose one: Documentary, Podcast or "How To" Video</p> <p>Product Examples:</p> <ul style="list-style-type: none"> Documentary on a theater production "How to" video on building a car engine Podcast on movie reviews

Some advice:

- Dare to dream!** Make a list of the possibilities. Seek advice and input from your family and friends.
- Do not get discouraged!** If you are having difficulty finding a mentor, ask the Senior Project Coordinators, faculty members, School Based Coordinator, and other members of the North Providence High School community to suggest potential mentors and resources.
- Approach potential community mentors personally!** Act as though you are preparing for a job interview; give them the facts about your plans, and sell yourself! A personal discussion is very important!
- Above all, do not give up on your dream!** If you truly want to try something, there are resources and organizations willing to dream with you. Just ask for help.

North Providence High School

Senior Project

GUARDIAN CONSENT FORM

As you know, your student will be engaged in a Senior Project during this school year. This Senior Project will provide enormous benefits for your student both now and in the future. Additionally, the Senior Project will be a valuable tool in determining the student's mastery of our 21st Century Graduation Expectations in the areas of knowledge, communication, problem solving, and responsibility. Please read the Senior Project Handbook; sign and return this form to your child's Senior Skills teacher. Please address any questions or concerns to the Senior Project Coordinators at 233-1150 ext. 3457.

.....

I, _____ the guardian of
(Please Print Guardian Name)

_____ who is a student
(Please Print Student Name)

enrolled at North Providence High School, have reviewed the components of the Senior Project as presented in the handbook and understand that students must complete the Senior Project in order to meet the requirements of their senior English class.

PLEASE PRINT LEGIBLY

Mentor's Name _____

Mentor's Phone Number _____

Senior Project Topic _____

I fully understand that the selection of the fieldwork/project component is a decision made independently of the staff and administration of North Providence High School. All consequences of the fieldwork/project choice, production or experience, unless otherwise stated, rests solely with the student and guardian.

Also, I fully understand that plagiarizing or falsifying any aspect of the project will result in a failing grade and may adversely affect the student's English grade, a requirement for graduation.

Guardian Signature _____ Date _____

Student Signature _____ Date _____

Student's Full Name

English Teacher Name

Class Name

Date (Day Month Year)

Senior Project Proposal

Essential Question: What matters to me / gives my life meaning?

(Each section can be a bulleted list that addresses each of the provided questions)

Focus

- For my Senior Project, I will explore / research...
- Why does this topic matter in my life? / Why is this a passion of mine?
- Here's what I already know about this topic:

Mentor

- Who is your mentor?
- What is your mentor's occupation/area of expertise?
- How will your mentor assist you with your culminating product?

Product

- In a short paragraph, describe your product (video, scrapbook, event, etc.)
- What do you hope will be the impact of your final product?
- Create a plan of action
 - Include a timeline with dates and the steps that you may take to complete your product.

Senior Project Fieldwork

What is Fieldwork?

Fieldwork is an opportunity to extend your learning beyond the classroom by working with an expert in your selected area of interest. For your Senior Project, you are required to complete a **minimum of twelve hours** of interviews and research with your mentor via in person, video, email, and/or phone. Fieldwork should not be so easy or beneath your skill level that there is no challenge for you. In addition, you cannot be paid for your fieldwork hours. Your fieldwork may build upon previous knowledge or experience, but must represent a “**learning stretch.**” Fieldwork brings you closer to answering your essential question: What matters to me / gives my life meaning?

How is Fieldwork Documented?

Your fieldwork is documented in the following ways by:

- Completion of Fieldwork Time Log (including mentor signatures)
- Evaluation from mentor

Mentor

Who Can be a Mentor?

A mentor is a member of a community who is willing to go on this journey with you and guide you through the process. Under certain circumstances, faculty may serve as mentors for students with administrator and PBGR Coordinator approval. In addition to this requirement, your mentor must:

- Be at least 25 years of age
- Be outside the capacity of one of your educators, coaches, and/or support staff (PBGR/Administrative approval needed)
- Not be a family member or relative
- Not be a current employer

What is a Mentor's Role?

Before you begin, you will develop a plan for your product, fieldwork, and research with your mentor. Be sure your fieldwork is both challenging and achievable. Your mentor will oversee your project - guiding, advising, and encouraging you throughout. It is your responsibility to stay in contact with your mentor during the fieldwork process. Ultimately, this is **your** project, and your mentor is there to support and assist you along the way.

Senior Project Mentor Form

Student Information

Name: _____

English Teacher: _____ Skills Teacher: _____

Senior Project Topic: _____

Mentor Information

Name & Occupation: _____

Name of Business/Company: _____

Street Address: _____

City/State/Zip Code: _____

Work Phone: _____ Cell Phone: _____

E-mail Address: _____

Fieldwork, Research, and Product Plan

<p>During my first 6 hours (due 11/28), with help from my mentor, I plan to ...</p>	<p>During my remaining 6 hours (due 1/23), with the help from my mentor, I plan to ...</p>
<ul style="list-style-type: none"> ● decide what matters to me / what gives my life meaning ● discuss what I want to accomplish and produce (preliminary) ● discuss how my mentor can guide me through this journey ● review my anticipated Goals for my final Product 	<ul style="list-style-type: none"> ● review the Senior Project Final Research ● discuss with my mentor what resources are still needed ● go over the Senior Project calendar and make sure I am on track ● be able to answer the essential question "What matters to me / what gives my life meaning?" in great detail

I have read and reviewed the mentee's Proposal, Product Goals, and Senior Project Final Research. I approve the fieldwork and research plan.

Mentor's Signature

Guardian's Signature

Senior Project

Evaluation from Mentor (Required)

Thank you for mentoring a senior from North Providence High School. Please take a few moments to evaluate your mentee.

Student's Name _____
 (Please Print)

Mentor's Name: _____
 (Please Print)

Evaluation Criteria	Distinguished	Proficient	Unacceptable
Did the student contact you in a timely manner?			
Did the student communicate frequently, clearly, and appropriately?			
Was the student punctual, courteous, and professional?			
Did the student work to solve problems?			
Did the student face challenges with an appropriate attitude?			
Did the student complete the activities you assigned or provided?			
Did the student demonstrate interest and passion?			
Did the student ask appropriate and insightful questions?			
Did the student suggest or offer new ideas?			

Comments:

Mentor's Signature: _____

Email: rita.cellucci@npsd.k12.ri.us OR sara.hurley@npsd.k12.ri.us

Mail: Senior Project Coordinators
 1828 Mineral Spring Avenue
 North Providence, RI 02904

Senior Project Fieldwork Log

Student's Name: _____ Topic: _____

English Teacher: _____ Skills Teacher: _____

Mentor's Name: _____

Mentor's Email: _____ Phone #: _____

Date/Time	Number of Hours	Detailed (bulleted) list of fieldwork, interviews, research process, etc.

Total Hours: _____

Mentor Signature: _____

Senior Project

Final Reflection

Essential Question: What matters to me/ gives my life meaning?

I. Introduction - Where I began

- A. My inspiration for this project
- B. My proposal overview -- where I THOUGHT I was going and how I shifted from my initial plan of action (where I am NOW)

II. Final Product

- A. Description of product (video, scrapbook, event, etc.)
- B. How does the final product **connect** with the research?
 - 1. Highlight and explain how two **specific** sources from the annotated bibliography were particularly impactful in helping me complete the product.
- C. What new skills did I obtain as a result of completing the product?

III. Conclusion - Final Thoughts

- A. Reflection on essential question:
 - 1. Why does the completion of this project matter to you?
 - 2. How does it give your life meaning?
- B. What did I learn about this topic and/or myself that I did not know at the start of this project?

Senior Project

“About Me” Slide

The purpose of the “About Me” Slide is an opportunity for the judges to get to know who you are as a person **prior** to presenting your Senior Project. The information below is designed to get you thinking about what you would like to share with your judges, it is NOT required nor expected that you answer all of these questions. They are simply here to guide you.

About Me - When the viewer has read your slide, they should have a very good understanding as to who you are as a human.

- What personal information about yourself do you feel the viewer needs to know?
- College, future plans?
- Culture? Beliefs?
- What values and experiences have shaped you?
- What hobbies, passions and/or special interests do you have?
- What have you learned about yourself during your educational, work, and/or senior project experiences?

CTE (if applicable) - These instructions are ONLY for those students who are in the CTE Programs.

- How has your CTE Pathway helped to shape your school, college, career, and readiness goals? If you earned college credits be sure to mention that, as well as any industry credentials and or certifications.
- Provide an experience through your pathway that has enhanced your educational journey.
- What message would you like to share with future students in the program?

Senior Project

Oral Presentation

Essential Question: What matters to me / gives my life meaning?

The final phase of the Senior Project is the oral presentation. Your presentation will serve to further explain fieldwork, research and the link between the two.

Your Senior Project presentation must:

- Be 10 to 15 minutes long.
- Have a recognizable introduction and conclusion.
- Describe the content of your research and what you accomplished in your fieldwork. Discuss your essential question, research findings, and your conclusions.
- Describe your learning stretch. How was your project a challenge for you, and how did it “stretch” or enhance your skills and knowledge?
- Be the result of an **actual product** and will be a part of your presentation. Include visual aids (video, musical performance, demonstrations, etc.) that will help your audience better understand what you learned from your Senior Project.
- Include a thorough explanation of three Graduation Expectations



Please refer to the Senior Project presentation rubric for specific requirements and standards for oral presentations. It is your responsibility to be familiar with and be able to meet these standards.

Senior Project

Guidelines for Oral Presentation Attire

The purpose of these guidelines is to uphold the professional image of the presentation and to better prepare you for the work world. Your dress and personal appearance is an important part of this presentation.



**** Presentation attire must be approved by English teacher ****

Senior Project PBGR Advisory Board

What is the PBGR Advisory Board?

The PBGR Advisory Board is the “Supreme Court” of the Senior Project. This board enforces the policies of the Senior Project. Questions concerning deadline extensions and appeals of the coordinators’ decisions must be submitted to the PBGR Advisory Board for review.

Deadline Extensions and Extenuating Circumstances

Petitions for deadline extensions and appeals **must** be submitted to the PBGR Coordinators **at least two weeks** prior to the deadline. You must complete one of the “Petition to the PBGR Advisory Board” forms in which you describe your reasons for needing a particular deadline extended. Both you and your guardian must sign the petition. Once your petition is received, the PBGR board will meet in a timely fashion to consider your petition. You will be notified of the PBGR board’s decision immediately after its meeting.

Petitions for deadline extensions received less than two weeks prior to the deadline will only be considered if there are extenuating circumstances involved.



Senior Project

General Petition to PBGR Advisory Board (Extensions and Appeals)

Date received: _____

Instructions to Applicant

1. Confer with the PBGR Coordinators.
2. Complete all requested information on this appeal form.
3. Type a letter and attach to this completed form. Include any relevant supporting documents.
State the nature of your appeal, addressing the following:
 - a. On which date did you first contact your mentor?
 - b. What was the date of your last conversation (either via video, over the phone, in person or by email)?
 - c. Explain what fieldwork you have completed so far.
 - d. Explain in detail what obstacles you now face.
 - e. Explain why you think you should be granted this appeal.
 - f. If you are appealing for an extension, state how long you are requesting the extension.
4. Deliver completed form and letter to the PBGR Coordinators **no later than two weeks prior to the established deadline.**
5. If requested, appear before the PBGR Advisory Board with a guardian.

Student name: _____

English teacher: _____ Skills teacher: _____

Student signature: _____ Date: _____

I have discussed this petition with my child.

Guardian signature: _____ Date: _____

Phone number: _____ Email: _____

PBGR Advisory Board Recommendation _____

Signature of Board Chair: _____ **Date:** _____

Senior Project

PETITION TO THE PBGR ADVISORY BOARD

MAJOR EVENT ASSESSMENT APPROVAL

Date Received: _____

Student Name(s): _____

Event Title: _____

Proposed Date of the Event (must be **NO EARLIER THAN MARCH 2024**): _____

In order to be considered for approval you must remember the following:

- Your event must be **NO EARLIER THAN MARCH 2024**
- Your event must be in large scale and must have a community connection
- If you decide to collect admission fees, you must donate any proceeds to a non-profit organization

Instructions to Applicant

1. Confer with the PBGR Coordinators.
2. Complete all requested information on this approval form.
3. **Type a letter** and attach to this completed form. Include any relevant supporting documents.
In the letter, state the nature of your event, addressing the following (remember, your event must be NO EARLIER THAN MARCH 2024):
 - a. On which date do you hope to hold your event?
 - b. Explain, in detail, what the event is and why you chose this event.
 - c. Which staff member at NPHS will help you coordinate the event?
 - d. Who is your mentor, and how will this person help you with the event?
 - e. Explain what fieldwork you have completed so far.
 - f. Explain, in detail, how you will meet proficiency on the Oral Presentation Rubric during the event.
4. Deliver completed form and letter to the PBGR Coordinators.

Student(s) name(s): _____

English teacher: _____ Skills teacher: _____

Student(s) signature(s): _____ Date: _____

I have discussed this petition with my child.

Guardian signature: _____ Date: _____

Phone number: _____ Email: _____

PBGR Advisory Board Recommendation: _____

Signature of Board Chair: _____ **Date:** _____

SENIOR PROJECT ORAL PRESENTATION RUBRIC

NAME:

	DISTINGUISHED (4)	PROFICIENT (3)	EMERGING (2)	UNACCEPTABLE (1)	TOTAL SCORE
INTRODUCTION	Creatively engages the audience	Engages the audience	Student introduces self and topic	Introduction is not evident	
CONCEPTS PRESENTED SL.11-12.1a	Expertly communicates ideas, concepts, and information about essential question, fieldwork, product and research	Communicates ideas, concepts, and information about essential question, fieldwork, product and research	Attempts communication of ideas, concepts, and information about essential question, fieldwork, product and/or research	Lacks communication of ideas, concepts, and information about essential question, fieldwork, product and/or research	____ x 2 = _____
FINAL PRODUCT IMPLEMENTATION / IMPACT	Product is an advanced representation of all aspects of the Senior Project work Reflects student's learning / personal growth and/or community impact Incorporates comprehensive visual evidence of the process of creating the product from start to finish	Product is a final representation of all aspects of the Senior Project work Reflects student's learning / personal growth and/or community impact	Product is evident but not a full representation of the Senior Project work	Product not evident	____ x 2 = _____
CONNECTION BETWEEN RESEARCH AND PRODUCT	Thoroughly identifies and explains the connection between research and product	Identifies and explains the connection between research and product	Attempts to identify a connection between research and product	Connection not evident	____ x 2 = _____
21ST CENTURY GRADUATION EXPECTATIONS	Clearly identifies, explains, and connects three 21st Century Graduation Expectations to the topic not just the process	Identifies, explains, and connects three 21st Century Graduation Expectations to the process	Identifies three or fewer 21st Century Graduation Expectations	21st Century Graduation Expectations were not identified	
DELIVERY	Articulately uses language and expertly uses a variety of strategies of address (eye contact, speaking rate, volume)	Uses strategies of address (eye contact, speaking rate, volume)	Limited use of strategies of address (eye contact, speaking rate, volume)	Ineffective use of strategies of address (eye contact, speaking rate, volume)	
ORGANIZATION SL.11-12.4	Effectively presents information, findings, and supporting evidence so listeners can follow the line of reasoning; organization, development, and style are appropriate to task, purpose, and audience.	Presents information, findings, and supporting evidence so listeners can follow the line of reasoning; organization, development, and style are appropriate to task, purpose, and audience.	Attempts to present information, findings, and supporting evidence so listeners can follow the line of reasoning; organization, development, and style are somewhat appropriate to task, purpose, and audience.	Ineffectively presents information, findings, and supporting evidence so listeners can follow the line of reasoning; organization, development, and style are not appropriate to task, purpose, and audience.	
CONCLUSION	Provides an effective conclusion that follows form and thoroughly supports the information and explanation presented	Provides a conclusion that follows form and supports the information or explanation presented	Attempts to provide a conclusion that follows the information presented	Does not provide a conclusion that follows the information presented	
VISUAL AIDS SL.11-12.5 L.11-12.1 / L.11-12.2	Advanced use of digital media and/or visual displays to express information, to enhance understanding of findings, and to add interest Demonstrates command of the conventions of standard English capitalization, punctuation, and spelling when writing.	Incorporates digital media and/or visual displays to express information, to enhance judges' understanding of findings Demonstrates command of the conventions of standard English capitalization, punctuation, and spelling when writing.	Digital media and/or visual displays express information / findings Some errors in conventions of standard English capitalization, punctuation, and spelling when writing, but they do not impede judges' understanding	Ineffective use of digital media and/or visual displays to express information, to enhance understanding of findings Extensive errors in conventions of standard English capitalization, punctuation, and spelling when writing.	____ x 2 = _____
TIMING (10-15 minutes)	Adheres to time			Significantly above or below time	
				Total Rubric Score	

Distinguished 56-50	Proficient 49 - 39	Non-Proficient 38 and below	Level of Achievement:
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Senior Project

Final Reflection Rubric

Needs Improvement	Proficient	Distinguished
	<p>Introduction</p> <ul style="list-style-type: none"> ● My inspiration for this project ● My proposal overview -- where I THOUGHT I was going and how I shifted from my initial plan of action (where I am NOW) 	
	<p>Final Product</p> <ul style="list-style-type: none"> ● Description of product (video, scrapbook, event, etc.) ● How does the final product connect with the research? <ul style="list-style-type: none"> ○ Highlight and explain how two specific sources from the annotated bibliography were particularly impactful in helping me complete the product. ○ What new skills did I obtain as a result of completing the product? 	
	<p>Conclusion / Final Thoughts</p> <ul style="list-style-type: none"> ● Reflection on essential question: <ul style="list-style-type: none"> ○ Why does the completion of this project matter to you? ○ How does it give your life meaning? ○ What did I learn about this topic and/or myself that I did not know at the start of this project? 	

Senior Project

PBGR Transfer Policy

The following guidelines shall apply to students who transfer to North Providence High School:

1. Students who transfer to North Providence High School during their senior year will be required to complete a Senior Project.
2. All situations regarding transfer students will be decided on a case-by-case basis with appropriate accommodations and modifications determined by the school administration and PBGR coordinators.

Alternative Learning Programs (ALP) Policy

All situations regarding ALP students will be decided on a case-by-case basis with appropriate accommodations and modifications by the school administration and PBGR coordinators.